First Grade Pacing Module 1 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| --- | --- | --- | --- |
| Standards | Topic and Objectives | |  |
| **1.OA.6** | A | Embedded Numbers and Decompositions  Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.  Lesson 2: Reason about embedded numbers in varied configurations using number bonds.  Lesson 3: See and describe numbers of objects using *1 more* within 5-group configurations. | **Days: 2**  **Optional Lesson 3**, most students will know how to add one more to a group of five, use if students cannot identify what number is next or are recounting all instead of just adding one more. |
| By the end of Topic A, your students should be able to:   * Understand and decompose numbers to 10 * Use number bonds to represent numbers/groupings up to 10 * Identify concept of 1 more than a given number   **Snapshot Assessment 1.OA.6 and use Exit Ticket from Lesson 2**  Example:  *\*\*In first grade many of the exit tickets are a great way to get a quick overview of how your students understood the lesson taught. These assessments/tasks are very short, but can help guide the instruction for the next day and/or to help group students who need additional instruction.*  *Some of your assessments can also be done while you are conferring/supporting students as they work independently with the "problem set" for the day's lesson.* | | | |
| **1.OA.1**  **1.OA.5**  **1.OA.6** | B | Counting On from Embedded Numbers  Lesson 4–5: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.  Lesson 6–7: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.  Lesson 8: Represent all the number pairs of 10 as number bond diagrams from a given  scenario and generate all expressions equal to 10. | **Days: 5** |
| By the end of Topic B, your students should be able to:   * Represent different ways to make 6 through 10 (i.e 4+2, 5+1 etc.) * Demonstrate understanding of how many more are needed when given a number * Understand number relationships and bonds for all expressions * Represent number bonds using diagrams   **Snapshot Assessment 1.OA.1 Problem 1**  Example: | | | |
| **1.OA.1**  **1.OA.6**  1.OA.5 | C | Addition Word Problems  Lesson 9: Solve *add to with result unknown* and *put together with result unknown* math stories by drawing, writing equations, and making statements of the solution.  Lesson 10: Solve *put together with result unknown* math stories by drawing and using 5-group cards.  Lesson 11: Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution.  Lesson 12: Solve *add to with change unknown* math stories using 5-group cards.  Lesson 13: Tell *put together with result unknown*, *add to with result unknown,* and *add to with change unknown* stories from equations. | **Days: 4**  **Optional Lesson 10**, this lesson repeats Lesson 9. Students enjoy the fluency activity called “Target Practice” to review numbers between 6 and 10. |
| By the end of Topic C, your students should be able to:   * Solve equations with unknown variables using drawings, writing, and explaining the solution up to 10 * Add to find *result or change unknown* by counting on up to 10   **Assessment 1.OA.5 Lesson 12 - Homework Problem 1**  Example: | | | |
| **1.OA.5**  **1.OA.8**  1.OA.6 | D | Strategies for Counting On  Lesson 14: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.  Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.  Lesson 16: Count on to find the unknown part in missing addend equations such as 6 + \_\_ = 9. Answer, “How many more to make 6, 7, 8, 9, and 10?” | **Days: 2**  **Optional Lesson 15,** this is added support for counting up. The Sprint has students counting on by adding 1more, 2 more and 3 more. |
| By the end of Topic D, your students should be able to:   * Count on 1-3 more from numbers to 10 quickly using a variety of methods * Count on to find the missing addend up to 10     **Formative Assessment 1.OA.8 Exit Ticket for Lesson 16 Problem 1**: Example: | | | |
| **1.OA.3**  **1.OA.7** | E | The Commutative Property of Addition and the Equal Sign  Lesson 17–18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.  Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).  Lesson 20: Apply the commutative property tocount onfrom a larger addend. | **Days: 4**  Expression cards in **Lesson 20** can be used for practice. |
| By the end of Topic E, your students should be able to:   * Understand when an equation is equivalent and true number sentences * Demonstrate an understanding of the commutative property   **Formative Assessment 1.OA.7 Exit Ticket Lesson 18 Formative Assessment 1.OA.3 Exit Ticket Lesson 18**  Example: Example: | | | |
| **1.OA.3**  **1.OA.6** | F | Development of Addition Fluency Within 10  Lesson 21: Visualize and solve doubles and doubles plus 1 with 5-group cards.  Lesson22: Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends.  Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total.  Lesson 24: Practice to build fluency with facts to 10. | **Days: 3**  **Lesson 22** was made optional as this is a simpler version of **Lesson 23**. For additional practice you may want to use the Origo Math doubles and doubles +1 game cards. These would work great in math centers. |
| By the end of Topic F, your students should be able to:   * Mentally visualize doubles (1+1, 2+2 etc.) and doubles +1 (7=[3+3]+1) using 5-group cards * Use addition chart to look for patterns and identify problems with the same results * Demonstrate fluency in facts up to 10   **Formative Assessment 1.OA.6 Exit Ticket Lesson 24**  Example: | | | |
| *3 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Tasks:**  [All Aboard the Train](http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/All-Aboard-the-Train-Task-and-Rubric-Module-1.pdf?697a0d)  [Mid Module Assessment Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-1) | | | |
| **1.OA.1**  **1.OA.4**  **1.OA.5** | G | Subtraction as an Unknown Addend Problem  Lesson 25: Solve *add to with change unknown* math stories with addition and relate to subtraction. Model with materials and write corresponding number sentences.  Lesson 26–27: Count on using the number path to find an unknown part. | **Days: 3** |
| By the end of Topic G, your students should be able to:   * Begin to see the relationship between addition to subtraction using change unknown story problems within 10 * Use the number path to determine the unknown part   **Formative Assessment 1.OA.5 Exit Ticket Lesson 26**  Example: | | | |
| **1.OA.1**  **1.OA.4**  1.OA.5  1.OA.8 | H | Subtraction Word Problems  Lesson 28: Solve *take from with result unknown* math stories with math drawings, true number sentences and statements, using horizontal marks to cross off what is taken away.  Lesson 29: Solve *take apart with addend unknown* math stories with math drawings, equations and statements, circling the known part to find the unknown.  Lesson 30: Solve a*dd to with change unknown* math stories with drawings, relating addition and subtraction.  Lesson 31: Solve t*ake from with change unknown* math stories with drawings.  Lesson 32: Solve *put together/take apart with addend unknown* math stories. | **Days: 5**  These lessons sere as the ***formal*** introduction to subtraction. |
| By the end of Topic H, your students should be able to:   * Use a variety of methods (i.e. drawings, true number sentences, horizontal marks, number bonds) to solve take from, take apart, add to problems with the change unknown within 10   **Formative Assessment 1.OA.1 Exit Ticket Lesson 30 Exit Ticket Lesson 32**  Example: Example: | | | |
| **1.OA.5**  **1.OA.6**  1.OA.4 | I | Decomposition Strategies for Subtraction  Lesson 33: Model 0 less and 1 less pictorially and as subtraction number sentences.  Lesson 34: Model n ­­– n and n – (n – 1) pictorially and as subtraction sentences.  Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decompositions.  Lesson 36: Relate subtraction from ten to corresponding decompositions.  Lesson 37: Relate subtraction from nine to corresponding decompositions. | **Days: 3**  **Remedial Lessons 33 and 34**, these are incorporated in the fluency practice activities. Students should be familiar with the strategies of adding and subtracting zero and 1. Use these lessons in a small group for those that need added support. |
| By the end of Topic I, your students should be able to:   * Relate subtraction from nine and ten to corresponding decompositions   **Formative Assessment 1.OA.5 Exit Tickets 36 and/or Exit Ticket 37**  Example: (subtracting from 10) Example: (subtracting from 9) | | | |
| **1.OA.6** | J | **Development of Subtraction Fluency Within 10**  Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.  Lesson 39: Analyze the addition chart to create sets of related addition and subtraction  facts. | **Days: 1**  **Optional Lesson 39**, it reviews Lesson 38. Use if you have students that need additional instruction or practice. |
| By the end of Topic J, your students should be able to:   * Use the addition chart to subtraction problems and create sets between addition and subtraction facts | | | |
| ***3 Days for Re-Assessment, Remediation and Enrichment***  **Suggested Tasks:**  [Max and Ruby](http://schools.nyc.gov/NR/rdonlyres/4062DDD9-0137-4305-9313-4A4C3F415800/0/NYCDOE_G1_Math_MAXANDRUBY_Final.pdf)*: This task involves addition and subtraction standards through 20. Maybe adjusted to meet student needs or used prior to Module 1 as an overall assessment in student skills.*  [Digging Dinosaurs Level A](http://insidemathematics.org/problems-of-the-month/pom-diggingdinosaurs.pdf)*This task encourages students to explore problem solving using multiple solutions to determine how many dinosaurs in the water.*  [Growing Staircases Level A](http://insidemathematics.org/problems-of-the-month/pom-growingstaircases.pdf)*This task provides further* experience of attacking and solving non‐routine problems and developing mathematical reasoning skills.  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-1) | | | |
| ***Total Instructional Days: 38*** | | | |

Links Used:

Module Assessments: <https://www.engageny.org/resource/grade-1-mathematics-module-1>

All Aboard the Train: <http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/All-Aboard-the-Train-Task-and-Rubric-Module-1.pdf?697a0d>

Max and Ruby: <http://schools.nyc.gov/NR/rdonlyres/4062DDD9-0137-4305-9313-4A4C3F415800/0/NYCDOE_G1_Math_MAXANDRUBY_Final.pdf> (can also be used in Module 2)

Digging Dinosaurs: <http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/Dinosaurs-Task-and-Rubric-Module-1-.pdf?697a0d>

Growing Staircases: <http://www.insidemathematics.org/assets/problems-of-the-month/growing%20staircases.pdf>